

Course Outline (Higher Education)

School:	School of Education
Course Title:	TRANSITION TO PROFESSIONAL PRACTICE
Course ID:	EDBPE4301
Credit Points:	15.00
Prerequisite(s):	(EDBPE3004 or EDDDE2103)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course :

This course focuses on assisting the pre-service teacher with their transition to the teaching profession. Students will engage in learning experiences designed to enable them to understand the professional responsibilities and practices associated with being a teacher. They will also be involved in professional learning teams, participating in professional engagement about teaching and learning and contemporary issues and initiatives in schools. In addition, students will also learn the professional requirements and skills associated with applying for a teaching position.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Access and examine local, national and international employment opportunities in schools and understand the processes used by schools to recruit staff and for applicants to respond to advertised positions;

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- K2.** Understand professional responsibilities of teachers in regard to curriculum development and delivery, assessment and reporting, including evaluation of effectiveness of teaching programs, a range of reporting and recording strategies that reflect student achievement and a broad range of strategies for involving parents/carers in the educative process;
- K3.** Understand professional responsibilities in terms of legislative, administrative and organisational policies and processes required for teachers according to school stage of students and students with a disability
- K4.** examine current educational initiatives and the implications of change on teaching and learning;
- K5.** Examine current educational initiatives and the implications of change on teaching and learning;
- K6.** Examine issues specific to the experience of being a graduate teacher and the role of induction and mentoring programs in supporting professional growth.

Skills:

- S1.** Recognise the roles and responsibilities of the employer and the teacher in identifying, planning and providing for ongoing personal professional learning and identifying relevant and appropriate sources of professional learning;
- S2.** Use research and evidence derived from theory and practice to examine contemporary issues in schools in relation to teaching and learning outcomes for students;
- S3.** Gather and present evidence of personal professional practice that align with current Australian Professional Standards for Teachers and use the standards to identify professional learning needs;
- S4.** Develop skills in applying for positions, including compiling a curriculum vitae and responding to key selection criteria, and interview technique;
- S5.** Participate in and contribute to a reciprocal learning environment with colleagues that encourages professional engagement and dialogue about teaching and learning;
- S6.** Develop skills for working with colleagues to engage in professional learning.

Application of knowledge and skills:

- A1.** As a member of a professional learning team, research, prepare and peer teach a professional learning workshop which focuses on selected Australian graduate teacher standards;
- A2.** Write and submit a reflection on personal learning from participating in professional learning workshops;
- A3.** Compile a curriculum vitae and response to key selection criteria drawing on personal learning and professional experience;
- A4.** Engage in seminars and lectures that focus on aspects of the teaching profession and careers and employment in the broad education sector;
- A5.** Participate in mock interviews.

Course Content:

What it means to be a professional: preparation for and demonstration of professional practice

- Australian Professional Standards for Teachers: Graduate Teachers.
- Identifying personal professional learning needs and strategies
- Developing a professional portfolio
- Reflecting on experiences of graduate teachers
- Becoming familiar with teacher induction, mentoring and support programs
- Evaluate teacher behaviour against the teacher professional code of ethics and code of behaviour
- Understanding the role and professional utility of teacher unions and professional associations

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Professional Engagement

- Reflecting on and evaluating the effectiveness of teaching
- Engaging with educational issues and how they impact on teaching and learning
- Impact of legal issues on teaching and learning
- Current educational initiatives and ways of bringing about change
- Assessment, reporting and communicating with, and involving parents/guardians

Preparing to join the teaching profession

- Accessing career opportunities in schools
- Active job seeking
- Preparing a curriculum vitae
- Responding to advertised positions
- Responding to key selection criteria
- Taking part in mock professional interviews

Values:

- V1.** Appreciate professional accountability and the legal obligations of teachers and how they impact on teaching and learning;
- V2.** Appreciate professional learning as an on-going career long pursuit.

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K4, K5, K6, S1, S2, S5, S6, A1, A4	Critical reflection of their own learning in leading a PLT and the learning of their peers through taking part in professional development.	Participation in a professional learning team with a critical reflection on practice	20 - 30%
K2, K3, K4, K5, K6, S1, S2, S3, A2, A5	Written reflection and critical evaluation of learning and teaching.	Participant reflections	20 - 30%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S6, A3, A5	PSTs write mock job application documents to both express an interest in teaching in preferred schools and to respond to advertised teaching positions.	Job application documents including a letter of introduction and curriculum vitae and a response to key selection criteria.	40 - 60%

Adopted Reference Style:

APA